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ABSTRACT

This paper addresses the shared mission of the 19 New Mexico branch and independent community colleges for 2001. Their common mission is to improve the life and employability of the citizens by serving as the primary provider of the following postsecondary programs, training, and services: (1) certificates, and technical, vocational, and associates degrees; (2) credit hours that will transfer to a four-year institution; (3) adult education, remedial, and lifelong learning opportunities; (4) workforce training and development of short-term customized training; (5) community services and community development support; and (6) opportunities that add to the quality of life in the communities served. In 1994, community colleges enrolled more than 50% of all credit postsecondary students in New Mexico. Since that time, community college enrollment has increased to a 53.5% share of total enrollment. Enrollments grew about 8% between fall 1998 and fall 2001. In addition, 74% of all freshmen and sophomores in New Mexico higher education attend community colleges. Other relevant statistics in the report include: (1) the average age of community college students is 31.8; (2) 68% of students are enrolled part-time; and (3) 60% of students are female; (4) 56% of students are ethnic minorities, up to 55% are academically disadvantaged, and up to 61% are economically disadvantaged (ranges vary according to college). (NB)

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Meeting Our Missions – NMACC Report 2001

The New Mexico Association
of Community Colleges

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Meeting Our Missions – New Mexico's Community Colleges

Mission Indices for New Mexico's Community Colleges

Each of the 19 New Mexico branch and independent community colleges is unique with their own formal missions. However, they share a common mission as well - to improve the quality of life and employability of the citizens by serving as the primary provider of the following post-secondary education programs, training, and services:

- Offering certificates, technical degrees, vocational degrees, and associate degrees to prepare students for a career.
- Offering students the opportunity to receive credit hours that will transfer to a four-year institution.
- Offering adult education, remedial and life long learning opportunities.
- Providing workforce training and developing short-term customized training to meet the needs of existing and new businesses and industries.
- Supporting community services and community development.
- Providing opportunities that add to the quality of life in the communities served.

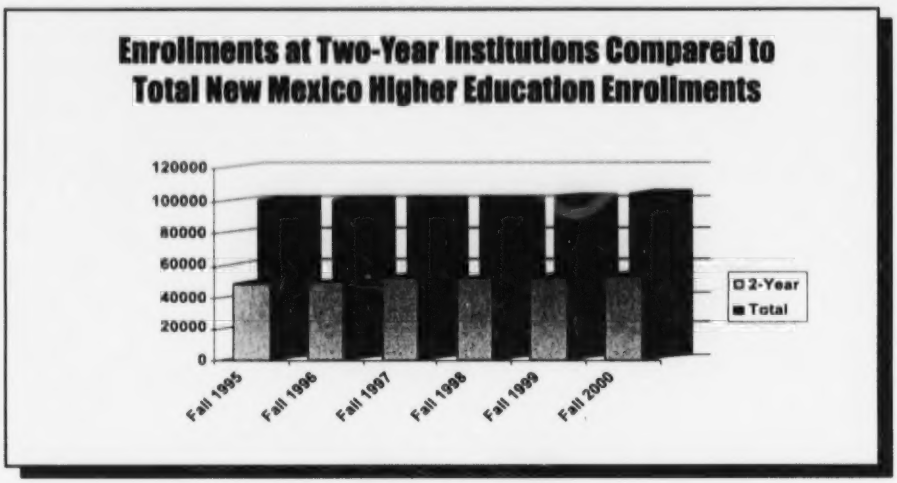
Parameters

The following statement of principle provides the parameters for the current accountability activities taking place in the two-year colleges of New Mexico:

> The New Mexico two-year colleges are vibrant, innovative, high-performance teaching and learning organizations committed to providing access to education, training, and services; improving the quality of life for all citizens of New Mexico; and enhancing the economic well-being of the State.

The NMACC embraces the Senate Joint Memorial 11 higher education statewide goals for New Mexico and is committed to:

- Effective and efficient use of the human, financial and physical resources in the delivery of education, services, and research;
- Quality education and training to cultivate a competitive high quality workforce;
- Service to New Mexico through the discovery and sharing of knowledge, research and innovation;
- Teacher education and professional development in partnership with the public school system to achieve the highest quality teaching;
- Accessible and affordable education to fulfill the personal, social, cultural, and economic potential of the state's diverse population; and
- Partnerships among public schools, colleges, universities, and the private sector to promote coordinated educational opportunities appropriate to the global marketplace.



During the 1990's, community colleges with their commitment to access and an open-door admissions policy became the colleges of first choice for a majority of New Mexicans. The community colleges first enrolled more than *50%* of all credit post-secondary students in 1994, and have increased to a current share of *53.5%* of the enrollment. Incremental increases are slowing in recent years due to the Lottery Scholarship with more students electing to attend four-year institutions, primarily NMSU and UNM. Community college credit enrollments have grown about *8%* from fall 1998 to fall 2001. Moreover, *74%* of all freshman and sophomores in public higher education attend the community colleges. FTE (the primary driver of formula funding) is now about 43.7% (an increasing trend) of the post-secondary share of enrollment given the part-time nature of the community college student.

In response to client demand, a noticeable change in community college enrollment is that end-of-semester enrollment is greater than that at the beginning of the semester (*59,574 vs. 56,404*). This is due to the addition of short term courses and courses not designed around the traditional semester concept.

New Mexicans attend community colleges for many reasons...from enrolling to take one course for personal enrichment, to upgrade job-related skills, or to earn a certificate or an associate degree. The educational needs of students are as diverse as the communities and colleges where they are located. Community colleges are thus further challenged than our four-year counterparts to determine the educational goals of our students in order to fully address and measure accountability. To this end, our community colleges are developing techniques to better measure the intent of our students. The following chart highlights some of the information learned as different community college's developed ways to determine our students' educational intent. This will improve our understanding of why community college students enroll with us and how our community colleges respond with services by emphasizing different mission aspects, while at the same time allowing for improved accountability measures.

College	Developmental Only	Transfer	Career Degree	Skill Development	Personal Enrichment
ATVI	28.3%	26.4%	21.1%	17.3%	6.8%
Clovis CC	1.2%	36.8%	10.0%	26.1%	25.9%
ENMU-Roswell	2.0%	2.0%	66.0%	26.0%	4.0%
ENMU-Ruidoso	-	-	-	-	-
Luna CC	1.0%	0%	93.0%	2.0%	4.0%
Mesalands CC	5.0%	26.0%	8.3%	13.5%	47.2%
NM Junior College	1.9%	24.7%	25.1%	13.8%	34.5%
NMSU-Alamogordo	-	-	-	-	-
NMSU-Carlsbad	8.9%	41.7%	13.4%	15.1%	20.8%
NMSU-Dona Ana	14.2%	20.8%	33.9%	24.4%	6.8%
NMSU-Grants	6.0%	32.3%	16.2%	11.4%	34.1%
Northern NMCC	2.7%	12.4%	28.5 %	25.3%	31.1%
San Juan College	1.9%	16.7%	26.5%	12.8%	42.1%
Santa Fe CC	6.0%	13.0%	10.0%	27.0%	44.0%
UNM-Gallup	2.0%	16.0%	31.0%	27.0%	24.0%
UNM-Los Alamos	1.3%	16.7%	11.7%	25.7%	44.6%
UNM-Taos	0.9%	10.8%	28.1%	33.5%	26.8%
UNM-Valencia	3.1%	39.5%	14.4%	14.9%	28.1%

It is clear from this information that to just measure degree completion as a standard of success at a community college falls far short of understanding why many of our students attend the community college. As the statistics above indicate, students intending to get degrees (looking at the transfer and career degree columns) range from a low of 29.4% to a high of 93% with most in the 40% range. The characteristics of our students are as diverse as their goals. At the community college, the non-traditional student is traditional in today's society. Characteristics of our students are as follows (ranges vary on college attended):

Characteristics of Community College Students (Ranges Vary For Each College)	
Average Age	**31.8**
Part-time Status	**68.2%** (less than 12 hours)
Gender	**60.0%**
Ethnicity	**55.9%**
Disabled	**0-2.6%**
Limited English	**0-20.0%**
Academic Disadvantage	**4.9-55.0%**
Economic Disadvantage	**11.0-61.0%**
Single Parent	**0-9.5%**

As evidenced by the chart below, community colleges serve all age groups. A key characteristic of a community college student, however, is that well over half are 25 and older with the *40-49* year-old age group being one of the largest enrolled of all age groups at most institutions. This plus the predominately part-time nature of community college students sited below due to other responsibilities that typically take up day time hours contribute to why most community colleges have a full schedule of evening and sometimes weekend classes.

Age Chart (Number of Students)

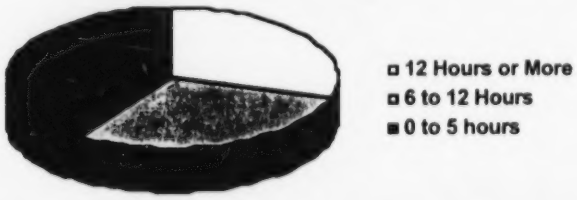
College	Under 18	18 - 19	20 -21	22 - 24	25 -29	30 -34	35 -39	40 -49	50 -64	65+	Unknown	Avg. Age
ATVI	259	2748	2462	2433	2554	1750	1586	2307	1028	133	5	29
CCC	98	325	350	456	542	434	394	744	444	220	-	35
Roswell	237	427	323	305	372	340	312	503	203	23	9	30
Ruidoso	-	-	-	-	-	-	-	-	-	-	-	-
Luna	102	146	118	113	119	107	103	167	52	82	-	29
MCC	41	77	53	47	42	50	42	98	93	22	-	31.6
NMJC	242	668	402	279	267	200	206	386	201	286	-	30.1
Alamo.	30	350	208	233	213	217	191	303	114	30	-	30.96
Carlsbad	35	216	182	106	129	95	82	143	72	6	-	29.07
Dona Ana	15	550	517	461	489	294	290	446	201	10	-	29.35
Grants	22	108	74	74	81	63	55	127	68	6	-	31.73
NNMCC	40	171	247	246	271	204	171	300	206	41	-	32.7
SJC	424	910	658	624	858	660	639	1137	569	171	-	32
SFCC	144	439	351	410	529	520	515	1003	904	293	-	38
Gallup	15	225	259	288	312	273	285	404	190	15	-	32
UNM-LA	54	106	103	72	62	106	112	87	121	20	-	34
Taos	166	93	72	61	91	85	85	187	179	26	-	34.5
Valencia	34	335	201	139	194	150	140	215	111	24	-	31

One of the most revealing of the characteristics of our students is their part-time attendance. As the chart indicates, *68.7 %* of our students' system-wide attend less than full-time. All of our colleges have more part-time students enrolled than full-time. Moreover, *38.3%* of our students' system-wide take five credit hours or less. This has implications for eligibility for financial aid, services for students (again, large nighttime student population), and the measurement of student outcomes (since most times part-timers are excluded from traditional measurements).

Community College Part-Time Enrollment Profile

FALL 2000	Student Taking 12 or more credit hours	Student taking 6 - 12 credit hours	Student taking less than 5 credit hours
ATVI	5190	6743	6021
Clovis CC	991	1045	1916
ENMU-Roswell	1144	543	979
ENMU-Ruidoso	131	164	306
Luna CC	440	285	383
Mesalands CC	166	64	234
NM Junior College	1224	755	1210
NMSU-Alamogordo	674	462	602
NMSU-Carlsbad	517	272	262
NMSU-Dona Ana	1231	1517	1892
NMSU-Grants	253	132	190
Northern NMCC	641	471	690
San Juan College	2218	1458	1792
Santa Fe CC	695	1112	2673
UNM-Gallup	845	1023	770
UNM-Los Alamos	142	236	523
UNM-Taos	251	315	483
UNM-Valencia	682	431	429
TOTAL	**17,435**	**17,028**	**21,355**
% of TOTAL	**31.2%**	**30.5%**	**38.3%**

Credit Hours Taken By Student at Two-Year Colleges



Based on these characteristics, most community college students need to work, have family responsibilities, need extra assistance, and/or are dependent on financial aid to cover educational costs. But not only do community colleges provide access for many New Mexicans in need of our programs and services, they also succeed in helping them fulfill their educational goals as the following chart indicates. It can be stated that the level of student access and success at our community colleges mirrors the gender and ethnic profile of our adult population (see chart below). The colleges will remain on target with this access and success measure, since this is one of the community college performance-based measures for the state that is part of the response to the Accountability in Government Act. Each college is targeting their local adult profile for ethnicity and gender to their current enrollment and graduation student profiles (see Appendix A, Performance Measure #3).

Commitment to Equity Community • College Enrollment and Graduation Compared To Profile Rates For New Mexico's Population (15 Years and Older)

Category	Community College Enrollment Profile Fall 2000	Associate Degrees/ Certificates Awarded 1999-2000	2000 New Mexico Census Profile
Female	60.0%	60.5%	51.5%
Anglo	43.9%	42.8%	50.4%
Black	2.5%	2.7%	2.6%
Hispanic	39.8%	41.3%	37.3%
Native American	12.0%	11.0%	8.3%
Asian	1.7%	2.2%	1.4%

But this is just part of the story. What we have described to you thus far relates only to those that participate in our credit offerings. In addition to this, there are significant services provided through not-for-credit opportunities that include adult basic education, business assistance, continuing education, and personal enrichment. These programs and services are detailed throughout the rest of the report and are estimated to serve an additional 90,000 New Mexicans.

The remainder of this report will highlight answers to questions surrounding the five major mission aspects of our community colleges, as well as how well students are succeeding, and at what cost. Given the community college mission and the policies inherent to access, student success and learning, no other entity in the state can serve the vast array of needs that New Mexicans have from the welfare dependent to the displaced homemaker to the recent high school graduate.

Are We Preparing Students for Transfer?

New Mexico's two-year branch and independent colleges provide convenient access to the first two years of college to residents in all parts of the state. Students enroll in college with a variety of educational needs including a desire for general education courses and preparation for transfer. Each institution has a different mix of students who intend to meet this objective through academic programs offered at the institution and they often do so in their own way and their own time. This flexibility is part of the way that two-year colleges ensure access to a broad spectrum of residents.

Providing programs leading to transfer is one service that two-year colleges provide. However, the usual method of calculating transfer rates generally assumes that all full-time, degree-seeking students intend to transfer. This is not the case. For instance, many students in this group are enrolled in non-transfer, vocational programs leading to specific jobs. Because of this difficulty with traditional transfer rates, the New Mexico community colleges have explored other measures that may better reflect the important and varied role that they play with their students, such as being "transfer ready".

Transfer Ready* for New Mexico's Community

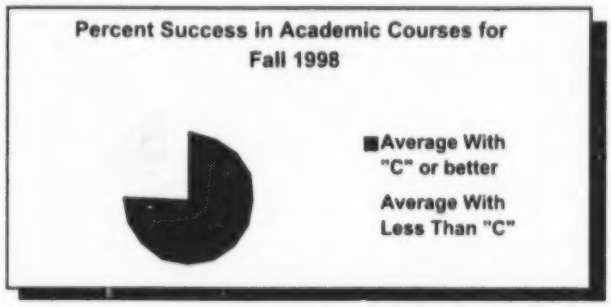
ATVI	25.4%
Clovis CC	32.0%
ENMU-Roswell	38.0%
ENMU-Ruidoso	-
Luna CC	21.0%
Mesalands CC	21.7%
NM Junior College	52.9%
NMSU-Alamogordo	26.0%
NMSU-Carlsbad	38.3%
NMSU-Dona Ana	38.7%
NMSU-Grants	28.1%
Northern NMCC	70.0%
San Juan College	30.3%
Santa Fe CC	6.5%
UNM-Gallup	10.5%
UNM-Los Alamos	58.1%
UNM-Taos	57.5%
UNM-Valencia	54.9%

*The % of students in fall 97 transfer cohort, who after six full semesters have successfully completed (C or better) 18 credit hours in General Ed Core.

Transfer-ready refers to the fact that two-year colleges perform a valuable service by preparing students for transfer even if the students never enroll at a four-year institution or never graduate with a community college degree. Students who have successfully completed general education and other college courses have an advantage over high school graduates, and this is reflected in increased average earnings nationwide. The preliminary pilot test examined the percentage of first-time students who successfully completed at least 18 credit hours of the New Mexico general education core curriculum within three years. This measure is considerably higher than the transfer rate and reflects actual services provided to students. For the colleges' that participated in the pilot test, an average of *34%* of the students who intend to transfer successfully completed at least *18* general education core credits within three years as compared to an actual transfer rate averaging around *20%* of the full-time, degree-seeking students. This exercise demonstrated that the number of candidates for transfer is smaller than the total number of first-time students used for traditional transfer success rate calculations. Transfer rates depend on the types of programs offered at institutions, student intent, distance from a four-year institution, the number that transfer to out-of-state institutions, and other factors outside of the control of the institutions, so transfer ready provides us a better gauge of student success.

Another measure of success in the academic transfer mission is the number of students who successfully complete their course of study. There was an average satisfactory course completion rate...that is, a grade of "C" or better...of *72%* was attained by students system-wide in college-level academic courses. The college success rates ranged from a low of 57.1% to a high of 86% (see combined chart on page 12 column 2).

The pilot test of two new concepts, student intent and transfer-ready, shows great promise for accountability measures appropriate for two-year colleges. With these two measures New Mexico's two-year colleges will be able to link accountability measures to internal improvements in student support and program development.



"After going away to a big university for a year, I decided to return home to Clovis and attend Clovis Community College, where I was able to take classes at night and work full-time during the day. In the process, I got my priorities straight, complete all the basic college requirements and, most importantly, learned how to be a college student. My experience at the community college laid a solid foundation for my studies at Eastern New Mexico University, where I graduated in 1992 with a degree in graphic design."

Pat Ratledge, Graphic Designer
New Mexico Lottery Authority
Albuquerque

– Are Community College Students Prepared To Move Into A Career ?

Community colleges offer a wide variety of programs providing New Mexico with an educated and trained workforce. They offer over 100 different certificate and associates (two-year) degree programs in career and technical fields. Certificate programs range from a few weeks to two years in duration, and focus on short-term training or retraining for the workforce or for lifelong learning. Students may choose from many programs of study throughout New Mexico in business, health care, technologies and trades and services. As you can see from the chart below, each two-year institution in New Mexico offers many different types of programs. Types of programs offered depend on the needs of the area.

Number of Programs Offered

Institution	Agriculture/ Conservation	Automotive/ Aviation	Business/ Computer	Construction/ Remodeling	Health Services	Personal/ Public	Technical/ Trades	Total Number of	Examples of Industry Affiliations/Industry Certifications
ATVI(There are also 3 transfer programs)	1	4	18	9	16	14	9	71	With Manufacturing Technology Industry to recruit and train students for Manufacturing Technology Program. Nursing clinical held at local hospitals and other healthcare agencies. Dental Assistant Program affiliated with Community Dental Association and dental assistant students do clinical at Community Dental. Diesel Equipment Technology Program affiliated with diesel equipment industry for apprenticeship program. General Mills Marketing Internship – 26 marketing students participate in developing promotional for local Quality-Pontiac-Buick dealership.
Clovis CC (There are also 10 transfer programs)	0	1	6	1	3	7	2	20	ClientLogic, MCI Worldcom, ENMR-Plateau/Cisco Internetworking, OPAC Office Professional Certification
ENMU - Roswell	1	7	10	0	12	10	8	48	FAA, MOUSCE, MCSE, NHTSA, NSC, National Registry of EMT, New Mexico Banker's Association, NM Association of Community Colleges, National Association of Legal Assistants, National League of Nursing Accrediting Commission, New Mexico Board of Nursing, Accreditation Council for Occupational Therapy Education, New Mexico State Police, Committee on Accreditation of Respiratory Care (CoArc), Council on Accreditation of Allied Health Programs (CAAHEP)

Continued on next page

Number of Programs Offered *Continued*

Institution	Agriculture/ Conservation	Automotive/ Aviation	Business/ Computer	Construction/ Remodeling	Health Services	Personal/ Public	Technical/ Trades	Total Number of	Examples of Industry Affiliations/Industry Certifications
Luna CC	-	2	14	2	5	8	10	41	Intel Corp., Connections, LANL, Phillips SER/ CompTIA A+, & iNet+
Mesalands CC	4	1	12	0	1	2	2	22	-
NM Junior College	2	3	9	0	4	2	5	25	Ford, GM, Headstart, Wackenhut, SENM Law Enforcement Association
NMSU - Alamogordo	0	0	16	0	4	6	1	27	-
NMSU - Carlsbad	-	-	-	-	-	-	-	-	-
NMSU - Dona Ana	1	1	8	5	6		3	24	-
NMSU - Grants	-	-	-	-	-	-	-	-	-
Northern NMCC	4	6	11	4	9	12	38	84	We have responded to the training needs of area business and industry through the creation of or enhancement of the following degrees: Electronics/ Computer Tech for Intel; Machine Technology, Chemical Technician, Materials Science, Environment Management, and Electronics Packaging for LANL; Wildland Fire Science for the U.S. Forest Service; Tribal Management for local Pueblos and reservations
San Juan College	2	12	18	2	2	13	14	63	GM, Toyota, Intel, Mesa Pilot Trng., Swift Trucking, David H Paul, BHP
Santa Fe CC	3	2	10	4	4	2	3	28	Intel, Microsoft
UNM - Gallup	0	5	9	5	12	11	6	48	Transfer type programs
UNM - Los Alamos	1	-	5	-	-	1	5	12	LANL, LA County & Schools, Microsoft
UNM - Taos	-	-	4	4	2	9	-	19	LANL, Taos, Penasco, Questa, Cimarron Schools, Taos C of C
UNM - Valencia	0	0	21	2	8	0	3	34	Employment training services, DOL, NCCER, Solo Cup, Avonite, Sisneros sheet metel fabrication

Source: Department of Labor

Are Community College Students Prepared To Move Into A Career? *Continued*

The following chart (middle column) demonstrates the effort of each of our institutions in responding to the career-training mission. Some institutions have more offerings available in this area than others (based on student intent and number of certificates/degrees offered) due in part to where they are located and how they were originally established (columns 1, 3 and 5 provide program mix between transfer, career and developmental). Successful course completion (that is, enrolling in a course and receiving an end-of-term grade of "C" or better) is extremely high at most institutions ranging from 68% to 86% (77% on average...see chart on following page, column 4). These completions constitute steps along the way to successful attainment of their educational goals. High retention rates are one indicator of a high level of student satisfaction with the instructional material, presentation of the material and the ability of students to master the course materials.

Percent Participation and Success Rate in Courses

Institution	% SCH in Academic Courses	% Success in Academic Course Completion	% SCH in Career Courses	% Success in Career Course Completion	% SCH in Developmental Courses	% Success in Developmental Course Completion
ATVI	43.5%	63.0%	36.8%	73.0%	19.7%	57.0%
Clovis CC	29.7%	72.1%	56.9%	72.7%	11.0%	63.1%
ENMU-Roswell	40.0%	71.0%	45.0%	68.0%	15.0%	58.0%
ENMU-Ruidoso	-	-	-	-	-	-
Luna CC	32.2%	68.3%	52.4%	71.9%	15.6%	57.0%
Mesalands CC	65.2%	66.7%	19.6%	86.0%	15.2%	54.3%
NM Junior College	18.7%	81.7%	79.3%	84.6%	2.0%	83.2%
NMSU-Alamogordo	-	-	-	-	-	-
NMSU-Carlsbad	51.5%	73.0%	26.3%	79.4%	22.2%	66.9%
NMSU-Doña Ana	17.2%	77.4%	56.2%	77.3%	26.6%	65.1%
NMSU-Grants	60.5%	72.0%	28.1%	80.2%	11.3%	57.6%
Northern NMCC	56.8%	44.2%	35.3%	29.4%	7.9%	5.3%
San Juan College	53.0%	86.0%	31.0%	82.0%	16.0%	62.0%
Santa Fe CC	46.0%	74.0%	39.0%	71.0%	15.0%	61.0%
UNM-Gallup	50.1%	67.8%	38.0%	73.8%	11.9%	51.3%
UNM-Los Alamos	71.3%	78.5%	21.4%	78.5%	7.3%	70.2%
UNM-Taos	49.1%	57.1%	45.7%	77.2%	5.2%	64.5%
UNM-Valencia	58.6%	73.5%	20.2%	82.4%	21.2%	62.8%

Are Community College Students Prepared To Move Into A Career? *Continued*

Other Measures of Student Success

Placement rates for students who complete career-oriented programs confirm that students contacted and reached are prepared to enter the workforce or continue their education. Follow-up studies of 1999/00 graduates conducted by a majority of our institutions indicate that 92.4% were employed. Entry-level salaries averaged exceed $25,000 (based on an average hourly wage of $12.09) and most (81.3%) were able to find jobs in New Mexico. 21.8% of those responding indicated that they were continuing their education.

Community College Job Placement Rates for 1999-2000 Graduates (or latest)

Program	Total Graduates	Unable to Reach/Not Seeking Jobs	Continuing Education	Total Available For Placement (A-(B=C))	Number Employed & Percent (% of D)	Average Hourly Rate	Number Working in New Mexico
Business Occupations	696	228	126	342	308 (90.1%)	$11.78	269 (87.3%)
Health Occupations	752	200	83	469	452 (96.4%)	$13.01	389 (86.1%)
Technologies	431	112	42	277	240 (86.6%)	$13.85	200 (83.3%)
Trade & Serv. Occupations	806	209	99	498	476 (95.6%)	$10.24	336 (70.6%)
Remaining Degrees	555	257	138	160	137 (85.6%)	$11.93	117 (85.4%)
Total	3240	1006	488	1746	1613 (92.4%)	$12.09	1311 (81.3%)

(Based on 12 colleges reporting with complete data)

While the response rate for this kind of survey is good (69%), we do not know what happens to almost a third of our graduates. We now have access to a tool to get us better information on our graduates, their placement, wages and job retention, even if their addresses are unknown. An agreement has at long last been worked out between the CHE and DOL to use the UI wage tracking system. While still limited in that we cannot track our graduates out of state (soon to be available however) and those working for the federal government, this system has a lot of research capabilities for analyzing our graduate student success. An initial study was done using this system, the results of which are contained in Appendix B. Some of the highlights of the study are as follows: able to match 96% of the records of graduates submitted (enhancing our survey-based placement rate of 92.4%); for those that were working before entering our training programs and after (920 of 3,303), average wage increased from $14,492

before completion to $24,276 after graduation; and 184 individuals on Pell (qualify through low income levels), average wage increased from $10,891 to $23,629. For a state that has one of the highest poverty levels, this report indicates that the community colleges serve an important mission in raising per capita income and people out of poverty. This system also holds future promise in that students can be submitted for matches even if they are not graduates, since we suspect many leave our colleges with their career goal attained and with no intention for a degree but heretofore have been unable to prove it.

Many professions require those who practice the profession to pass an exam before they are licensed. Standards for passing one licensure exam may be quite stringent while standards for another fairly lenient. Pass rates at many community colleges in New Mexico are quite high and are an indicator of the quality of the programs offered throughout community colleges in New Mexico. Low pass rates are indicators used by community colleges triggering review and possible phase-out. The table below summarizes the type of licensure exams taken by community college students, with the percentage of students who pass these exams. Some colleges, usually due to location and job availability, don't offer programs leading to licensure.

Licensure Pass Rates

College	Program	1997-98	1998-99	1999-2000
ATVI	Trades - Truck Driving	100.0%	97.5%	96.7%
	Business Occupations - Court Reporting	33.3%	11.1%	0.0%
	Health Occupations - Medical Lab. Assistant	90.0%	33.3%	40.0%
	Health Occupations - Respiratory Therapist (CRTT/RCP)	100.0%	100.0%	88.2%
	Health Occupations- Respiratory Therapist (RRT)	75.0%	52.9%	68.8%
	Health Occupations- Practical Nurse	100.0%	100.0%	100.0%
	Health Occupations- Registered Nurse	98.8%	94.1%	78.6%

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Licensure Pass Rates *Continued*

College	Program	1997-98	1998-99	1999-2000
Clovis CC	LPN	91.7%	73.5%	100.0%
	RN	88.4%	84.1%	70%
	HCA	82.4%	78.6%	88%
	RT	94.4%	72.7%	100.0%
	CDL	N/A	100.0%	96%
	Cosmetology	100.0%	100.0%	100.0%
ENMU-Roswell	Aviation Maintenance	90.0%	100.0%	94.0%
	Emergency Medical	100.0%	100.0%	100.0%
	Practical/Registered Nurse	83.0%	97.0%	88.9%
	Occupational Therapy	92.0%	89.0%	89.0%
Luna CC	Physical Therapy Assistant	54.5%	75.0%	67.0%
	Practical Nurse	76.9%	93.8%	81.3%
	Registered Nurse	53.3%	35.7%	78.6%
Mesalands CC	Truck Driving (CDL License)	98.3%	100.0%	96.4%
	Farrier Science (American Farrier's Association Certification)	75.0%	100.0%	100.0%
NM Junior College	Barbering	50.0%	100.0%	0.0%
	C.N.A.	94.7%	86.1%	91.3%
	Cosmetology	81.8%	82.4%	100.0%
	Law Enforcement	100.0%	100.0%	100.0%
	Nail Tech	100.0%	100.0%	87.5%
	LPN	100.0%	100.0%	94.4%
	RN	87.0%	79.5%	90.6%
NMSU-Carlsbad	Nursing	100.0%	94.0%	90.0%
	Welding	93.0%	91.0%	95.0%
NMSU-Grants	CAN	N/A	N/A	100.0%

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Licensure Pass Rates *Continued*

College	Program	1997-1998	1998-1999	1999-2000
Northern NMCC	Registered Nurse	60.0%	100.0%	90.0%
	Practical Nurse	87.5%	85.7%	76.9%
	Cosmetology	N/A	50.0%	8.0%
	Barbering	N/A	17.0%	50.0%
	Manicurist/Esthetician	N/A	No Examinees	0.0%
	Manicurist/Pedicurist	N/A	No Examinees	0.0%
	Radiography	81.8%	100.0%	85.7%
	Electricity	N/A	N/A	N/A
San Juan College	Aviation	96.0%	94.0%	94.0%
	Nursing	100.0%	93.0%	97.0%
	Physical Therapist Assistant	82.0%	80.0%	86.0%
	Real Estate	N/A	71.0%	N/A
Santa Fe CC	Nursing	91.0%	94.0%	95.0%
UNM-Gallup	Nursing	73.0%	67.0%	76.0%
	Cosmetology	100.0%	100.0%	100.0%
	Med Lab Tech	0.0%	0.0%	100.0%
	Police Academy	50.0%	61.0%	89.0%

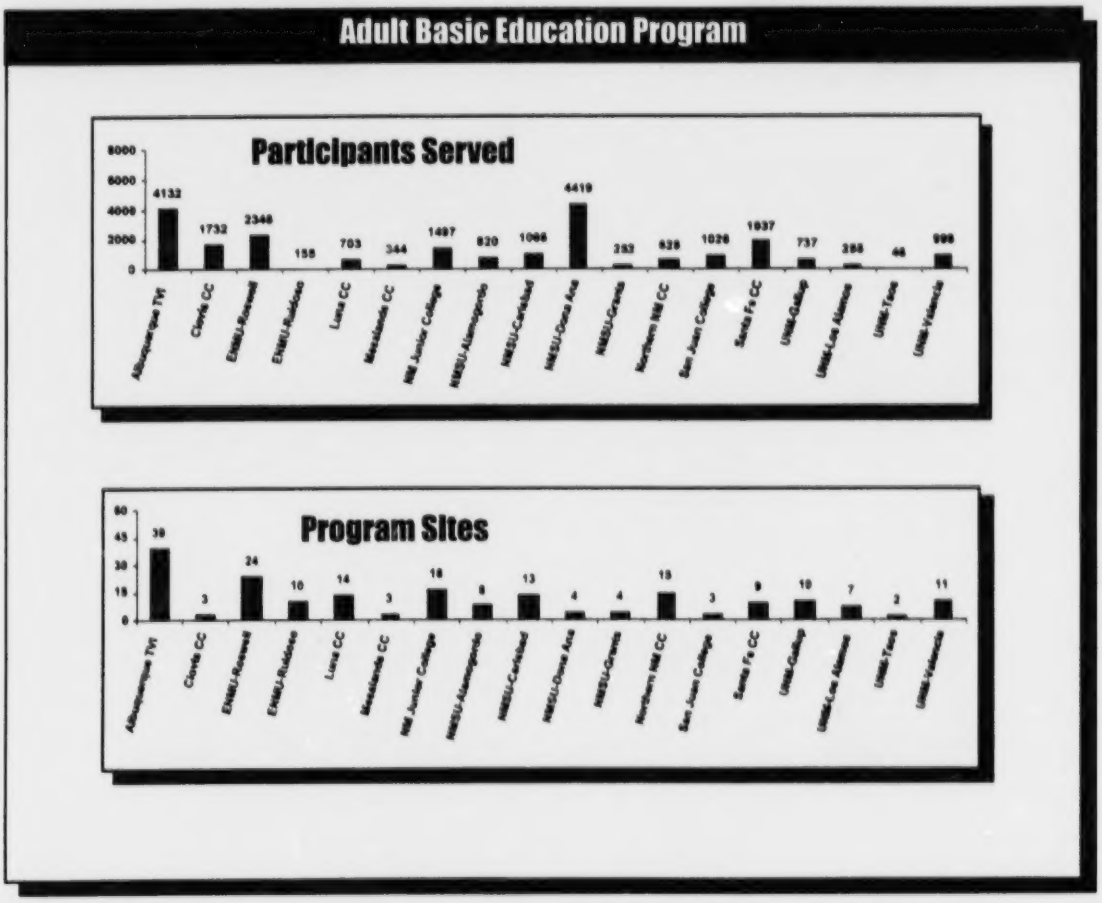
"For me, the fastest, most convenient and most economic way to a good career was getting an associate degree from ENMU-Roswell. In less than two years, I qualified for my A and P license, and the training I received was of the highest quality, yet it cost a fraction of what it would have if I had gone to one of those specialized aviation schools."

Andy Appelbaum
Airframe and Powerplant Mechanic
Patriot Aviation
Roswell

Are Community Colleges Providing Access To Academically Under-Prepared Students?

Adult Basic Education Programs (non-credit)

During 1998-99, New Mexico's 16 Community Colleges provided classes in English-as-a-Second Language (ESL), Basic Literacy, GED preparation, and other educational offerings to 23,091 adults (age 16 and above) at 195 sites throughout the state (represents about 95% of the ABE effort). The following charts represents the number of students served at each community college during 1999-00 and at how many sites services were provided. It is important to note that these numbers do not included ABE clients who received less than 12 hours of service, which are estimated to be an additional 5,000 to 10,000 individuals.



Of the *23,091* students served by New Mexico's community colleges last year, *7,159 (31%)* reached their individual learning goals and left, and *5,903 (26%)* moved to a higher level of instruction. In addition, *2,281 obtained* a high school diploma or GED. Another *2,000* enrolled in another academic or vocational program. There were *125* that received their US Citizenship; and *180* registered to vote for the first time. Another *1,939*

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gained employment; *1,309* retained their employment or obtained job advancement; and at least *81* were removed from public assistance (this information was not available for all sites). For those in family literacy programs, a relatively new initiative, *454* reported that they read more to their children and *562* stated that they had greater involvement in their children's schooling.

Clearly this program is important to the state, since it is estimated that there are another 270,000 functionally illiterate adults needing to be served. At a cost of only *$121* on average per participant, this program is truly a bargain for the state for the results that are achieved.

"I dropped out of school in the 11th grade, but I always wanted to go back to school to get my high school diploma. I started attending the Gallup branch of UNM, and I kept going and never gave up. Last year, I got my GED and now I'm continuing my education as a full-time student, planning. Whenever I have a problem with my class or I don't understand something, I get help from tutors. They've been very helpful and have really encouraged me to study hard and reach my goals."

Maria Lee
Business Technology Major
UNM - Gallup

Developmental Studies Programs (credit programs)

Community colleges offer a significant number of remediation courses for individuals who come to us not having yet acquired basic skills sufficient enough for college-level work. Since our colleges are open to all who apply, they all require prospective degree-seeking students and students interested in pursuing college level English and math to be assessed for basic skill competency. Based on the assessment outcome, students are then recommended for college-level work or for remedial work in pre-college skill building classes in English, math, reading or study skills.

Based on the following chart, most colleges report that over *50%* of incoming degree-seeking students require at least one course in developmental studies, which underscores the fact that a large portion of the students we serve are academically under-prepared. System-wide, 40.8% of incoming students on average need some form of remediation. A more alarming statistic is that 72.7% of incoming recent high school graduates need remediation, while among the general population, 29.1% are enrolling in developmental courses. Among institutions the range is 14.9% to 91.7% high school graduates remediating, while the general student population range is 11.7% to 78.1%. This represents a significant educational program effort at most institutions and, even if public school reform is successful, will remain as an ongoing need to be met due to the basic skill needs of our adult population.

Are Community Colleges Providing Access To Academically Under-Prepared Students? *Continued*

Fall 2000 Remedial Courses Taken

Institution	Recent High School Graduates				Others			
	Number Taking One Course	Number Taking Two Courses	Number Taking More Than Two Courses	Number Needing No Remediation	Number Taking One Course	Number Taking Two Courses	Number Taking More Than Two Courses	Number Needing No Remediation
ATVI	421	300	408	303	435	222	147	616
Clovis CC	21	24	16	33	35	22	20	83
ENMU-Roswell	271	160	140	52	192	88	64	1812
ENMU-Ruidoso	-	-	-	-	-	-	-	-
Luna CC	10	12	15	211	49	36	26	837
Mesalands CC	7	11	9	3	19	16	22	16
NM Junior College	135	81	29	N/A	231	139	46	N/A
NMSU-Alamogordo	78	37	8	87	N/A	N/A	N/A	N/A
NMSU-Carlsbad	50	79	78	66	144	41	15	593
NMSU-Doña Ana	206	189	108	176	496	156	55	1887
NMSU-Grants	46	20	3	91	89	7	0	422
Northern NMCC	12	11	0	13	178	78	13	1713
San Juan College	44	228	101	106	440	345	117	828
Santa Fe CC	99	112	19	198	154	123	41	300
UNM-Gallup	52	54	24	50	20	14	10	21
UNM-Los Alamos	9	7	9	30	-	-	-	-
UNM-Taos	-	-	-	-	-	-	-	-
UNM-Valencia	18	29	35	61	9	5	2	5

Student success averages *62.3%* at our institutions based on course completion rates. This is less than success seen by community college students taking academic and career-technical students. Students who score below college level must successfully complete developmental level courses before enrolling in college level courses in a related discipline. A significant portion of our student services efforts (i.e., testing, advisement, and tutorial services) goes to support these students, since their success rate is not as high.

Are Community Colleges Providing Access To Academically Under-Prepared Students? *Continued*

Another measure of success for developmental students is how well they do in follow-up college-level courses following successful completion of developmental courses. This information is listed in the following chart for those colleges that had it available. There appears to be mixed results on this measure. In some cases, students taking developmental courses do better in follow-up academic courses than cohorts not taking developmental courses and in some cases they did not. It would behoove the colleges not having a positive track record on this measure to talk about improving this measure with those that are having some success.

Success Rate in College-level Courses

Institution	% Success in College English		% Success in College Math	
	Those Taking Developmental Courses	Those Not Taking Developmental Courses	Those Taking Developmental Courses	Those Not Taking Developmental Courses
ATVI	76.6%	82.9%	74.4%	77.0%
Clovis CC	61.8%	64.1%	49.1%	45.1%
ENMU-Roswell	59.0%	70.0%	54.0%	74.0%
ENMU-Ruidoso	-	-	-	-
Luna CC	59.0%	54.0%	58.0%	96.0%
Mesalands CC	54.5%	71.4%	40.0%	44.4%
NM Junior College	-	-	-	-
NMSU-Alamogordo	-	-	-	-
NMSU-Carlsbad	85.7%	73.2%	88.4%	67.8%
NMSU-Doña Ana	89.7%	76.2%	84.2%	78.6%
NMSU-Grants	95.0%	68.5%	82.1%	54.1%
Northern NMCC	22.3%	53.3%	35.2%	29.7%
San Juan College	59.1%	66.7%	58.2%	71.1%
Santa Fe CC	75.2%	85.7%	80.0%	85.2%
UNM-Gallup	53.4%	62.5%	58.0%	54.0%
UNM-Los Alamos	70.0%	81.0%	76.0%	86.0%
UNM-Taos	-	-	-	-
UNM-Valencia	66.1%	84.5%	57.1%	74.3%

Note: Provide information where available on % of those who took developmental courses and were successful ("C" or better) in subsequent college-level course work compared to those successful who did not take developmental courses.

Are Community Colleges Responding To the Ongoing Needs of The State's Workforce?

Training and Retraining the Workforce

Community colleges provide the working adult with numerous opportunities to prepare for career advancement, keep abreast of emerging and technology and changing practices, or prepare to enter a new career field...all critical strategies for current workers to survive in today's economy. In addition to credit offerings, community colleges also offer a wide range of non-credit work-related courses, primarily through contracts with business and industry and various state agencies. In 1999-00, all but one college reported some sort of contract training activity. Of the 16 community colleges that reported data, 732 of the state's businesses and agencies were served (an increase of 36.8% over prior years), offering over *1,329* classes to *12,685* employees/agency workers.

1999-2000 Contract Training

Institution	Employees Served	Courses For Credit	Student Headcount	Non-credit Courses	Student Headcount	Top 3 Requested Courses
ATVI	58	10	69	209	2650	Computer
Clovis CC	21	49	236	0	0	English; Graphic Art; Computer Skills
ENMU-Roswell	75	63	1100	90	500	Computer Literacy; Safety; Customer Service
ENMU- Ruidoso	6	0	0	N/A	81	EID Training; Tribe; Customer Service
Luna CC	3	30	58	2	22	MS Word and Excel; Intro to Internet
Mesalands CC	0	0	0	0	0	-
NM Junior College	9	0	0	10	85	Computer Skills; Oil Field/CDL Training; Technology and Industry Updates
NMSU- Alamogordo	7	0	0	7	116	Computer Training; English for German Military

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1999-2000 Contract Training *Continued*

Institution	Employees Served	Courses For Credit	Student Headcount	Non-Credit Courses	Student Headcount	Top 3 Requested Courses
NMSU- Carlsbad	5	12	8	6	90	IMC Process Operations; Computer Literacy; Heating and Refrigeration
NMSU- DA	21	0	0	182	625	Computer Training (MS); Management Training; Life Skills, GED, ELS
NMSU- Grants	14	10	81	12	213	Computer Literacy; Workplace Harassment; Federal and State Taxes
Northern NMCC	4	18	462	0	0	Computer Software Applications; Technical Writing-Job Specific; Web-based Training
San Juan College	250	12	120	387	3402	Supervisory and Interpersonal Skills; Microsoft Office Suite; Commercial Drivers License and Equipment Safety
Santa Fe CC	17	34	754	0	0	MS Office and Windos; Alternative Fuels Technician Training; Nursing Courses
UNM- Gallup	6	6	58	5	650	DWI; Business Tech; Autocad

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1999-2000 Contract Training *Continued*

Institution	Employees Served	Courses for Credit	Student Headcount	Non-Credit Courses	Student Headcount	Top 3 Requested Courses
UNM-Los Alamos	9	0	0	144	943	Computer Applications; Technical Writing; Resume Writing and Interviewing Skills
UNM- Taos	6	17	141	0	0	Intro to Microcomputers, Quickbooks; Spanish
UNM- Valencia	221	0	0	14	221	Heavy Equipment Training; Computer Training; Spanish
TOTALS:	**732**	**261**	**3087**	**1068**	**9598**	

Samples of major clients include:

- NM Department of Labor
- Sandia Labs
- ClientLogic
- Southwestern Public Service
- Ford Motor Company
- Southeastern NM Law Enforcement Assn
- Acoma Business Enterprises
- State Highway Department
- David H Paul
- Arizona Public Service
- Cornell-Abraxis
- Johnson Controls
- Molycorp
- Solo Cup
- Sudchemie
- General Mills
- ENMR-Plateau
- NOVA Bus
- Raytheon Systems
- Wackenhut
- McKinley Paper Co
- NM Human Resources
- BHP
- Swift Trucking
- Oil and Gas
- Southwest Furniture
- PLUS Group
- Holy Cross Hospital
- Avonite

Many of the colleges also work with the New Mexico Human Services Department and the Department of Labor on contracts or subcontracts to provide training for TANF and Welfare-To-Work recipients. Services provided include assessment, career counseling, life skills training, basic skills training and job-specific training.

"San Juan College is an excellent local resource for training our employees. The college gives us access to its facilities, allows us to use our own instructors or theirs, makes it easy to schedule classes and does all of this in a timely manner. The bottom line is that we've cut our training expenses because we don't have to build our own facilities or send our employee out of town."

Jack Riggins III, Safety Coordinator/Reliability Engineering Texaco Explorations and Production Inc. Farmington

Small Business Assistance

Another critical service offered to businesses in New Mexico through the community colleges is small business assistance. Approximately *90%* of the businesses in New Mexico have fewer than 25 employees. To better serve the needs of these employers and prospective employers, the New Mexico Small Business network (NMSBDC) was strategically established at our community colleges throughout the state in 1989. In the period July 1, 1999 to June 30, 2000, NMSBDC helped *252* businesses open throughout the state creating *563* full-time jobs and *236* part-time jobs. In addition, close to *6,000* clients were served through consulting services over various business concerns and helped aspiring entrepreneurs decide if they should open a business.

Partners in Economic Development

As active members of their communities, the community colleges are directly involved in activities that foster economic development. Some colleges have taken a leadership role in economic development in their region and have developed innovative projects such as the few listed below:

TVI Workforce Training Center

The call center college was initiated in the Fall 1999 with the offering of multiple advanced topics for the telecommunications industry. Instructors with current industry experience train students in a simulated environment using the latest equipment and software.

ENMU-Roswell International Law Enforcement Academy

The Roswell ILEA, in partnership with New Mexico Institute of Mining and Technology, Sam Houston University and Science Applications International Corporation, will help achieve an important foreign policy objective, that is to increase the capabilities of foreign law enforcement officials to combat crime in their respective countries and to prevent movement of transnational criminal elements into the US and the world.

Partners in Economic Development *Continued*

Lea County Electric Cooperative and local dairies

The New Mexico Junior College SBDC obtained funding sources for electrification projects to enable dairies to locate in Lea County.

Northern NM Community College and Johnson Controls

This collaboration allows the use of the Johnson Control's commercial food kitchen to support training in Northern's Food Science program and to support local food producers.

San Juan College partnership with local power plants

Using seed money from both PNM and APS totaling $1.2 million, San Juan College will establish a new associates degree in Industrial Plant Operation in January 2002. The program will allow power plant and oil and gas industries to replenish and replace a retiring workforce and plan for expansion in those industries.

UNM-Valencia and state agencies

UNM-Valencia is collaborating with the Department of Labor, Welfare Reform, Human Services, the Hispano Chamber, and Habitat for Humanity to train community members.

Joint College Project

Through a collaborative partnership, UNM-Los Alamos along with Santa Fe Community College and Northern NM Community College applied for and received funding from AACC and Microsoft to design and implement Information Technology degrees, certificates and training programs.

How Do Community Colleges Add To the Quality Of Life in The Communities They Serve?

Specialized Services to the Community

All of our community colleges offer a variety of services and activities that enrich the community as well as the individuals who live in their service area. Building on the expertise and facilities that support instructional programs, community colleges sponsor weekly courses, events, programs, seminars and workshops (mostly not-for-credit) as a service for their community members. Programs include access to health services, leadership development initiatives and enrichment programs for children. Seminar topics range from parenting skills to Internet training to gardening. Several of our colleges host service learning programs whereby college students serve as tutors in literacy programs, participate in the America Reads program, volunteer at local hospitals and schools, or participate in other projects that apply their college course work to community needs. The number of participants and projects presented in the following table is representative of those offered through our colleges' community service programs.

Community College Community Service Offerings and Project (1999-2000)

Institution	Participants (duplicated/ unduplicated)	Sampling of Offerings	Sample of Special Projects for the Community
ATVI			Emeritus Academy - offers short courses and workshops in the Humanities, Art, Communications, Computers, Health and Fitness and in General Interest topics,
			Kids College Construction Trades students participating in Habitat for Humanity
			Service Learning Program VITA Income Tax Preparation Program – help prepare free tax returns for low income/elderly
			HUD El Puente Program
			Literacy Tutor Program
			Adult Education Program — Providing adult learners in with opportunities to acquire new skills and knowledge to enrich themselves, their families and their communities.

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Community College Community Service Offerings and Project (1999-2000) *Continued*

Institution	Participants (duplicated/ unduplicated)	Sampling of Offerings	Sample of Special Projects for the Community
Clovis CC	19		Odyssey Camp for Kids – 3rd grade
	368		Enrichment classes for kids
	424		Adult Personal Enrichment Classes
ENMU-Roswell	262	Child Development & Training	Family Support
	750	Senior's Rock	Service Learning
	435	Senior Learning Connection	Computer classes, Internet
	2135	Adult Community	Education classes
	60	Kids classes	Kids college
Luna CC	276	Youth College	Summer Program for grades 6-10 to encourage kids' awareness & interest in a college path, and enhance career development
	29	Goals to Work	Job Skills in Carpentry, Culinary Arts, Computers, and Accounting leading to graduation with a Certificate
	26	Regional Consortium Council	Program to train for Early Childhood instructional aids to train as EC teachers
	33	SST Project	Training for under served populations in Early Childhood & Culinary Arts in regional counties
Mesalands CC	74	Summer Adventure Camp (Youth)	
	154	Adult Community Education Classes	
NM Junior College	123	Arts and Crafts	
	45	Certified Floral Designer	
	128	Computer skills	
	70	Prepared childbirth	
	5	Spanish	
	59	Sign language	
	570		Driver Education
	19		CDL School
	719		CDL Testing
	212		DWI School
	103		Comp USA Certification
	126		Athletic Summer Camps

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Community College Community Service Offerings and Project (1999-2000) *Continued*

Institution	Participants (duplicated/ unduplicated)	Sampling of Offerings	Sample of Special Projects for the Community
	140		Religious Summer Camps
	75		Celebration of the Arts for at risk youth (Grades 4 & 5 from Lea County)
	2000		Staked Plains Roundup (Grades 1-6 from Lea County)
Northern NMCC	100-125 students at each two schools.	The Nursing department, as part of clinical experiences, conducted informational Health Fairs.	Students prepared and manned interactive exhibits appropriate to the age levels of participants. Health fairs conducted at Espanola Elementary and at Los Ninos.
	638	National Youth Sports Program	This is not a recreational program; It's a sports program for developing lifetime skills. Provides variety of enrichment activities in drug education, health, careers, also provides education goals in conjunction with two free meals to all participants ges 10-16.
	100	Kids' College	Provides a variety of educational options to parents in performing arts and other activities such as health, and life sciences for students. The program was established to provide activities similar to NYSP for students who are not eligible to participate.
	133	Basketball Camp	A sports instructional activity which also offers some recreational activities operated by the community college for elementary, jr. high, and high school kids. An activity which would otherwise not be offered in the community.
	85	Computer for Kids	Provides a variety of educational options to parents in computer literacy for students. The program was established to provide activities similar to NYSP for students who are not eligible to participate.
	148	Eagle Run	This activity was established with the objective of generating scholarship/loan funds to students at Northern New Mexico Community College. It takes place in conjunction with the Espanola Arts Festival
	83	Holiday Basketball Camp	A sports instructional activity which offers recreational activities operated between the community college for elementary, junior high and high school kids. The program is offered during the Christmas holiday. This activity would not otherwise be offered to the community.

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Community College Community Service Offerings and Project (1999-2000) *Continued*

Institution	Participants (duplicated/ unduplicated)	Sampling of Offerings	Sample of Special Projects for the Community
	Approximately 70 booths	Espanola Valley Arts Festival	Approximately 300-400 individuals from the community attend both Saturday and Sunday of that weekend.
San Juan College	2,248 undup.	Business and Industry Training	Specialized Training including Computer Classes, CDL, Heavy Machinery,Technicians
	2,362 undup.	Fire Tower	Specialized Training
	6,015 undup.	Outdoor Program	Riverfest Rides, Training
	1,298 undup.	High Endeavors Challenge Course	Community Teamwork
	6,533 undup.	Planetarium	Community Educational Programs
	1,983 undup.	Volunteer Center	Service Learning
	1,144 undup.	Child and Family Development Center	Training, Toy Lending, Family Support Programs
	6,587 undup.	Career Center	Welfare assessment, training, career assistance
Santa Fe CC	8251	Planetarium	Celestial Highlights, Astronomy in the Park
	1133	Ropes Course	Youth Leadership Academy
	84	Prison Literacy	Literacy Volunteers
	279	Literacy Tutor Training	
	8111	Service Learning	SFCC Service Learning Core
UNM-Gallup	1000	Holiday Magic	Miscellaneous service learning projects, including America Reads
UNM–Los Alamos	-	Children's College	Bioscience Lecture Series
	-	Parenting Skills Weekend	Art Shows
			Personalized IT Training
	-	Young Readers and Writers Conference	IT Career Workshops for High Schools
UNM-Valencia	4682	A+ Certification, Microsoft, CPR, EXCEL, Gifted/ High Potential	Xeriscape, Cultural Events, Home Buying, Parenting, Children's Theatre, Science Labs, Micro Computers, College Camp

How Do Community Colleges Add To the Quality Of Life In The Communities They Serve? *Continued*

Shared Resources

Community colleges make a special effort to share facilities and expertise with the individuals and organizations in the communities they serve. Nonprofit organizations and government agencies often reserve classrooms and meeting spaces for conferences, staff training and other types of meetings. Public hearings and meetings are often hosted by the community colleges. Area schools as well as community sponsored athletic teams often use playing fields or physical education facilities at community colleges. College museums and art galleries as well as theatre and music programs contribute to the cultural life of the community. Colleges also encourage community members to use their libraries, which often include resources not available at the local public libraries. Finally, computer labs are opened to the public at various times for most campuses. Typical campus hours are from 6 AM to 10 PM and weekends to accommodate these activities.

"In the past year, Albuquerque TVI's semiconductor manufacturing technology program has become the largest in the nation. This gives us confidence that we will be able to hire most of our technicians from New Mexico's labor pool. The TVI/Intel partnership is proof of the widespread benefit of industry and education working together."

Roma Arellano
Workforce Manager
Intel New Mexico
Albuquerque

K-12 Partnerships

Special relationships typically exist between our community colleges and area public schools. Many public school students are enrolled concurrently at the community college. Area vocational school arrangements have been established at our community colleges in Gallup, Las Cruces, Las Vegas, Clovis, Hobbs and Farmington. Tech Prep and other programs with articulated agreements are also in place at most of our community colleges with their public school partners.

Community College Educational Programs for Public School Students 1999-2000

Institution	Area Vocational School (AVHS)	Concurrent	Tech Prep	In Public School Programs With Articulation Agreements or School-to-Work
ATVI		158 (undup for AY year)	N/A	N/A
Clovis CC	116	389	Not Applicable	627
ENMU - Roswell	-	561	193	-
ENMU - Ruidoso	-	-	-	-
Luna CC	-	370	(Summer) 75	-
Mesalands CC	-	117	-	-
NM Junior College	164	340	-	-
NMSU - Alamo	0	20	14	-
NMSU - Carlsbad	-	-	-	-
NMSU - Doña Ana	311	-	-	-
NMSU - Grants	-	-	-	-
Northern NMCC	0	298	409 (Of the 409 Tech Prep students, 6 are also concurrent)	409 Articulation agreements at NNMCC. High School determines whether half, full or no credit is accepted. No college credit given for School-to-Work (only HS credit).
San Juan College	779	71	-	434 Businesses S-to-W
Santa Fe CC	-	-	-	-
UNM-Gallup	422	14	← (Fall 2000)	-
UNM-Los Alamos	-	39		50
UNM - Taos	-	317	104	4
UNM-Valencia	0	16	1622	0

Source: Registrar Reports (unless otherwise indicated) Note **1**: Concurrent should be defined as those receiving both high school and community college credit **Note 2**: Please keep AVS and tech prep numbers separate from concurrent, but indicate with an "*" AVS and tech prep numbers if also concurrent.

How Do Community Colleges Add To the Quality Of Life in The Communities They Serve? *Continued*

Not only are students served by these arrangements, but also most of our colleges have training programs close to home for area public school teachers. State and local policies sometimes limit these activities, but nevertheless, many of our colleges provide courses needed by teachers. A sampling of what is offered is as follows:

Community College Initiatives for Continuing Education of Teachers

Institution	Types of Courses	Number Trained
ATVI	-	-
Clovis CC	Calculator Workshop, Geometry, Statistics	34
ENMU-Roswell	MOUS, MCSE, Child Development, Teaching on ITV Pre-service education courses, EMS, Job Coach Training	178
ENMU-Ruidoso	-	-
Luna CC	Early Childhood, Bilingual, & Technology	178
Mesalands CC	-	-
NM Junior College	Computer	25
NMSU-Alamogordo	-	-
NMSU-Carlsbad	-	-
NMSU-Dona Ana	-	-
NMSU-Grants	-	-
Northern NM CC	0	0
San Juan College	Multimedia Assisted Instruction	46
Santa Fe CC	Early Childhood-Age Specific Content	160
UNM-Gallup	-	-
UNM-Los Alamos	Technology Training; Music for Teachers; Early Childhood – Age Specific Content; EMS	100
UNM-Taos	-	-
UNM-Valencia	Technology Training	55

How Do Community Colleges Add To the Quality Of Life In The Communities They Serve? *Continued*

"I'm a senior in high school, but I'm already well on my way to establishing a career in banking and finance, thanks to a school-to-work program sponsored by my high school and Doña Ana Branch Community College. I go to school in the mornings, then I work at Matrix Capital Bank in the afternoons. Next year, I'll go to the community college and keep my job at the bank. By the time I get my associate degree, I'll have a lot of valuable work experience to go along with it."

Crystal Vela, Senior
Oñate High School
Las Cruces

Hosted Four-Year Programs and Distance Delivery Efforts

Finally, to broaden access for our local citizens many of whom are place-bound, more and more relationships are developing between community colleges and universities to provide upper division and graduate courses and programs in their communities. They are also increasing their efforts as technology allows them to deliver courses and programs electronically. These initiatives are summarized on the following two charts.

Hosted Four-year Programs
University Degree Concentrations

Institutions	Education	Education Licensure	Business Administration	Nursing	Social Work	University Studies	Miscellaneous
ATVI	-	-	-	-	-		
Clovis CC	MS	Bilingual	BA and MA	-	-	-	-
ENMU-Roswell	MA -	Bilingual, Admin-istration, Elementary	BA and MBA -	-	-	-	-
ENMU-Ruidoso	-	-	-	-	-	-	-
Luna CC	-	-	-	-	-	-	-
Mesalands CC	-	-	-	-	-	-	-

Continued Next Page

How Do Community Colleges Add To the Quality Of Life In The Communities They Serve? *Continued*

Hosted Four-year Programs
University Degree Concentrations *Continued*

Institutions	Education	Education Licensure	Business Administration	Nursing	Social Work	University Studies	Miscellaneous
NM Junior College	BA/MA	BBA/MBA	-	-	-	-	-
NMSU-Alamogordo	*Courses in conjunction with the Elementary Education Degree Program from NMSU main campus (Las Cruces)						
NMSU-Carlsbad	-	-	-	-	-	-	-
NMSU-Dona Ana	-	-	-	-	-	-	-
NMSU-Grants	-	-	-	-	-	-	-
Northern NM Community College	-	Early Childhood Education–NMHU Education–NMHU (3 courses for Fall 2000)	Accounting–NMHU Management – NMHU (3 courses for Fall 2000)	-	-	-	-
San Juan College	BS and MA	Spec. Ed.	MA and MBA	BS	BS and MS	-	-
SFCC	BA/BS	-	BA	-	BS	-	-
UNM-Gallup	BA/MA	BA	BBA	BA	-	BUS	-
UNM-Los Alamos	-	-	-	BS -	-	BS -	BS, MS Computer Science BS, MS EEMS Bio Med MS Chem Engr MS Mech Engr MA Public Admin.
UNM-Taos	-	-	-	1	-	1	-
UNM-Valencia	-	-	-	-	-	-	-

How Do Community Colleges Add To the Quality Of Life in The Communities They Serve? *Continued*

Hosted Four-Year Programs

Institutions	Web Based/E-mail Courses			ITV		
	# Being Brought In	# Being Sent Out	% Of Those Being Taken/ Sent Out By High School Audience	# Being Brought In	# Being Sent Out	% Of Those Being Taken/ Sent Out By High School Audiences
ATVI	-	23	-	-	31*	-
Clovis CC	0	24	Mixed	0	21	52%
ENMU-Roswell	-	-	-	108	-	85%
Luna CC	-	-	-	-	-	-
Mesalands CC	-	-	-	-	-	-
NM Junior College	-	-	-	8	42	84%
NMSU- Alamogordo	3	-	-	0	-	-
NMSU- Carlsbad	-	-	-	-	-	-
NMSU- Dona Ana	-	-	-	-	-	-
NMSU- Grants	0	1	0%	1	0	0.0%
Northern NMCC	0	1	0%	0	2	0.0%
San Juan College	-	44	0%	-	12	0.0%
Santa Fe CC	0	6	0%	0	2	0.0%
UNM- Gallup	0	0	0%	0	0	0.0%
UNM-Los Alamos	0	1	0%	0	1	0.0%
UNM- Taos	-	-	-	-	-	-
UNM- Valencia	-	-	-	-	-	-

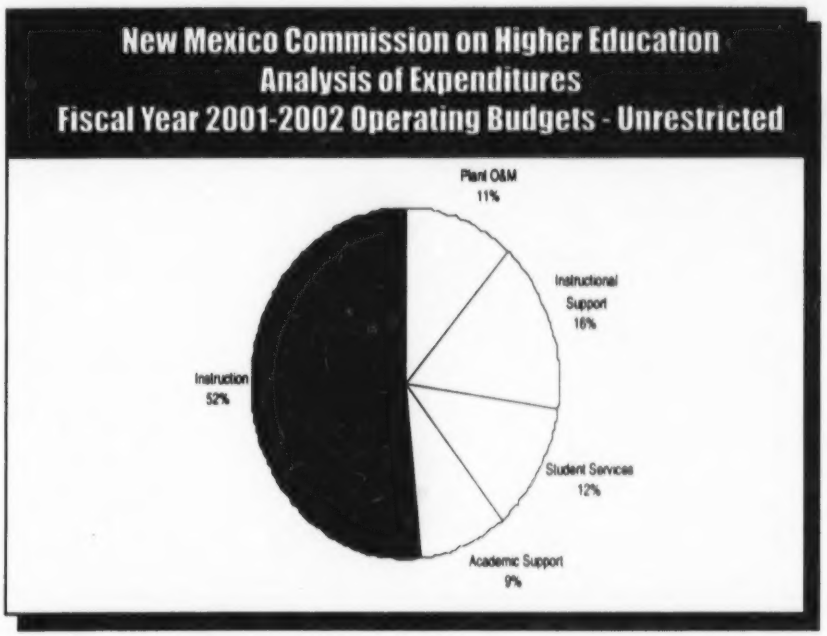
**Electronic Class Room Courses*

How Efficiently are Community Colleges Utilizing Their Resources?

Stewards of the Public's Assets

The community colleges are an asset to New Mexico. They are cost effective institutions that devote a bulk of their resources to instruction and support services that provide direct and immediate benefits to students as the chart below indicates.

Further, the formula generates about $5,500 per FTE student in FY 2002, while the colleges budget for $6,738 per FTE. This is about 21% more than it generated ten years ago, but about flat after adjusting for inflation.



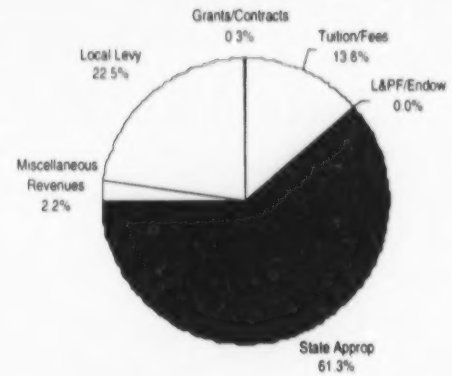
While gains have been made in improving faculty salaries over recent years thanks to strong legislative support, the current $39,200 average is still about 10% behind peer community college salaries in neighboring states. As a result of this and as a result of competition from industry for certain professions particularly in the technology and allied health fields, colleges are experiencing more problems with recruitment and retention of quality faculty. And while part-time faculties are utilized exclusively by community colleges nationally, adding valuable experience particularly in career and technical fields, the colleges in New Mexico are relying on them more extensively. In the 1995-96 academic year, the proportion of full-time to part-time faculty averaged 35.6% to 64.4%. While this ratio has been fairly steady, there has been a slight decline with the 2001-2002 full-time to part-time ratio averaging 33.2% to 66.8%. This is the most commonly used cost-saving mechanism used by community colleges when dealing with constant revenues (adjusted for inflation), increasing costs, and increasing services to growing enrollments. Decreasing the number of full-time faculty, however, is not necessarily the best practice since the quality of education and services often suffers.

Revenue Sources

Of the close to $220 million total for 2001-2002 community college operating budgets, only about 63.5% or $140 million comes from state appropriated funds. This represents about 3.5% of the total state budget (as compared to 16% for all of higher education), while serving over 58,000 credit students (or 53.5% of total student population) and another estimated 90,000 in non-credit activities and programs.

What is notable about the revenue sources as indicated in the chart below, is that significant local support (average 23.8% of revenue sources) allows our colleges to remain affordable to the student in terms of tuition and fees (average 13.3% of revenue sources).

New Mexico Commission on Higher Education
Analysis of Instruction and General Revenues
Fiscal Year 2001-2002 Operating Budgets - Unrestricted



And while tuition is low and is the *47th* lowest in the nation as well as *47th* in percentage share of operating funds nationally, per capita income for New Mexico is also *47th* and in some reports *49th*. Further, when you combine the tuition/fees and local mill levy efforts of community colleges (both together should be considered as a total share of the community members) in states that are in the range of the local mill levy percentage share of New Mexico as the following chart indicates, once again New Mexico is not out of line with these states.

How Efficiently are Community Colleges Utilizing Their Resources? *Continued*

State	Local Share	Tuition/Fees Share	Total
Arkansas	16.90%	15.20%	32.10%
Idaho	30.10%	17.80%	37.90%
Missouri	26.00%	24.00%	50.00%
Montana	23.00%	20.00%	43.00%
North Dakota	23.00%	28.00%	51.00%
New Mexico	24.30%	13.70%	38.00%
Oregon	19.90%	16.20%	36.10%
Texas	17.90%	19.90%	37.80%
Wyoming	18.00%	19.00%	37.00%

Finally, in a recent national report, Measuring Up 2000, the state-by-state report card for higher education), it was concluded that "New Mexico performs very well on the share of family income required, after financial aid, to attend its public two-year colleges". It further goes on to say" "New Mexico is a top performer in providing affordable education at its two-year colleges for its lowest income families". Thus it appears that the cost of attending community colleges in New Mexico is about right given the income level and financial aid availability of the state.

Conclusion

New Mexico's Community Colleges are a responsive and friendly system of post-secondary education that is sought out by New Mexico's people. Because of the community colleges, communities and regions have access to post-secondary resources and services that are designed to meet their needs.

Everyone (students, the public, policy makers, business and industry, labor, communities) is a stakeholder in the two-year community colleges. And everyone reaps the benefits of our efforts to provide quality services to our students and our communities. The education and training provided by the two-year community colleges are the key to New Mexico's prosperity.

Report to the LFC

Performance-Based Measures at Community Colleges • December 2001

Progress to Date:

Community colleges have been in the process of identifying performance indicators for the purpose of performance-based budgeting over the past few years as well as identifying measures and baseline data for federally funded programs related to the Carl Perkins program and the Workforce Investment Act. A set of common indicators has been identified and refined, baseline data on these indicators has been collected, targets and improvement strategies have been established and strategic reports around these performance measures have been developed.

This is the second report submitted addressing community college performance-based measures and includes our new baseline data with targets for each indicator and updated strategic plans that put these measures into context. To date 17 of the 18 public community colleges have submitted updated performance-based strategic reports. New Mexico Military Institute has also submitted a report but has based their measures on indicators more suited to their unique mission.

This documentation is the community college response to the directives of the Accountability in Government Act and requests contained in SJM 4 of the last legislative session. Our goal is to have baseline data over a three-year period for each measure, which we should accomplish by next year. Targets will then be revised based on three-year averages.

The New Mexico Association of Community Colleges will continue to lead this effort and with the institutions, will continually strive to improve on the product of this report. We look forward to constructive suggestions of our stakeholders to help us do so.

Performance Measures and Baseline Data:

The following are the community college performance measures that have been identified and a sample of the baseline measures from the institutions:

Purpose Statement:

The purpose of the I&G (instruction and general) program at New Mexico's community colleges is to provide credit and non-credit postsecondary education and training opportunities to New Mexicans so that they have the skills to be competitive in the new economy and are able to participate in lifelong learning activities.

CC Performance-Based Indicator #1: Academic Quality/ Student Progress and Success

Of a cohort of new students who were intending to transfer or obtain a career credential (based on an intent model adopted by NMACC), how many after 3 years received a degree or certificate, transferred, became transfer ready (as defined by NMACC), or are still enrolled? (Two cohorts included: Fall 1996 and 1997)

Baseline information (based on two years of data) for the 17 institutions reporting ranged from 34.8% to 80%. There was a general improvement in baseline data over last year. Many institutions still lack a system of collecting data on transfer students which is one element of this measure, but the CHE has committed to helping us get that data next year. Year-two performance targets ranged from level to a 3.5% increase. Until improvement strategies are fully implemented and a three-year average is obtained (with next year's data), however, performance and targets may continue to fluctuate for the next year since the student cohort measured is different for each year.

Sample improvement strategies include: provide flexible levels of curricular options for students to meet their goals, training, retraining, open entry/exit, and certificate programs; tutoring by qualified professionals and peer tutors made more readily available to students needing academic support; measure student expectation coming in, satisfaction going out; expand and enhance innovative educational programming; promote the value of the associates degree in the local economy; improvement and implementation of a retention plan; continuous program improvement to increase program completion; determining why students stop out/drop out and provide assistance in returning to college; establish and staff a student success center; increase financial aid availability.

Annual placement rates of graduates in jobs or continuing their education will improve over baseline.

Baseline information for the 17 institutions reporting ranged from 100% to 83%, again a general improvement over last year. Targets were in most cases modest and ranged from no increase to 7%. Data collection is currently done by survey of graduates and results exclude individuals who can not be contacted. Beginning next year, the UI wage-tracking system will be in place, which will improve the quality of the results, but may cause a reevaluation of targets since most all graduates now will be able to be tracked. Another improvement the DOL's UI wage tracking system can provide is the ability to include not only graduates but also skill attainers not intending to obtain a degree, which is a significant number at our community colleges and a significant part of our workforce training mission. These students are now largely not tracked and when they are, are often categorized as having not been successful in obtaining their educational goal. This is a common measure that is also being used with our Perkins and WIA programs.

Sample improvement strategies included: schedule offerings that provide access and maximum opportunities for attendance; provide multiple educational pathways to employment and to further education; placing 80% of completers in high skill/high wage jobs; an exit survey be given to all graduates; utilize satisfaction surveys to improve services and programs; alignment of course offerings with results of community needs assessments; maintain licensing examination pass rate of 90%; continually scan the environment to identify area and programmatic need.

Using the average of Fall 1999/2000 female and minority enrollments and 1998-1999/1999-2000 graduates compared to the ethnic and gender makeup of the community served based on the 2000 census profile of the adult population, determine how divergent from the census profile.

Baseline data and targets for the 17 institutions were set for enrollments and graduation rates based on how they were doing in relation to the 2000 census in their minority and gender profiles. Most targets pinpointed population groups where improvements were needed. Many colleges already met and exceeded desired results but nevertheless, set targets for improvement. Most targets, however, related to increasing participation and success of Hispanic and Native American populations in their areas.

Sample improvement strategies include: increase student recruiting and marketing efforts, and target specific populations and programs; additional on-line courses to be implemented to facilitate completion of degree programs on line; increase freshman to sophomore retention through mandatory advising and mentoring; enhance offering weekend and evening programs; target enrollment of low income people; facilitate student learning and success, increase efficiency in delivery of services and connect to the community through technology; enhance concurrent enrollment opportunities; improved recruitment and retention; maintaining low tuition and fees and scholarship opportunities; diversity courses offered for students; staff and professional development on learning styles and diversity; review and consider non-discriminatory policies that could increase male student enrollment; establish child care center services.

Numbers served annually in a minimum of two of the following categories based on unique community need will be increased based on two-year rolling averages from a baseline rolling average of program participants from 1998-2000: ABE participants, SBDC clients, public school students (concurrent, tech prep, area vocational school, etc), distance education students (web-based, interactive, off-site delivery, etc), contract training clients, community education participants, service learning participants, and teacher in-service participants (training courses designed for k-12 teachers).

Institutions chose to measure enrollments in two or more programs with baselines differing by program. Targets typically related to increases in program enrollments.

Sample improvement strategies include: encourage and support innovative learning environments; integrate campus leadership with regional community leadership; better program data and statistics regarding services provided and participation rates; build effective partnerships for continual development of its student and community population; establishing an image committee that designs and implements an integrated marketing plan; targeted recruitment strategies for programs; establishing education policy as a broad community issue; performing service area needs assessments.

For the programs in existence three or more years, there will be more programs annually with increasing or level enrollments over a three-year period than decreasing enrollments looking at the period 1997-98 through 1999-000.

Institutions identified major programs that were improving, declining or stable over a three-year period. These are provided in various matrices in the reports to include the quantity that were declining versus improving. Notations were made about declining programs if eliminated or restructured. Most targets were to minimize programs with declining enrollments by eliminating, modifying or strengthening. Only two institutions had more declining enrollments than increasing or stable enrollments. Several colleges (mostly small ones) had 100% of their programs with stable or increasing enrollments.

Sample improvement strategies include: establish an assessment plan that includes institutional effectiveness and efficiency procedures, identifies student academic practices, and completes a regular community assessment of needs and approval ratings; provide increased and targeted professional development opportunities for faculty; flagging study to be conducted to determine program effectiveness; develop more options within existing degree concentrations; develop comprehensive plan to evaluate all programs on a regular basis; develop assessment tools that determine the effectiveness and quality of each program; alignment of programs with regional labor market needs; develop and implement program effectiveness review process; have at least 65% of career programs and 75% of major general ed programs with rising or stable enrollments.

Challenges:

- Continue to develop the data collection and research capacities at our institutions, particularly the smaller ones
- Continue to refine our approach leading to measurable goals and improvement strategies
- Gain data collection and research analysis assistance on a number of issues to include access and success of our transfer students and assistance with tracking our skill attainers and graduates into the workforce
- Developing efficiency in handling the increasing number of requests for information and data from both state and federal stakeholders and finding ways to use similar measures for multiple reporting purposes
- Finding appropriate measures that are not influenced greatly by factors outside the institution's control and identifying research methodologies that truly measure student success

Community College Performance Indicators
2001 Measures

1 Academic Quality/Student Progress and Success

Institution	% Students Successful (2-Year Average)	FY03 Target
ATVI	41.7%	42.0%
Clovis CC	43.6%	45.0%
ENMU - Roswell	80.0%	81.0%
ENMU - Ruidoso	80.0%	81.0%
Luna CC	65.0%	67.5%
Mesalands CC	59.5%	59.5%
NM Junior College	60.9%	63.0%
NMSU - Alamogordo	34.8%	35.0%
NMSU - Carlsbad	63.0%	65.0%
NMSU - Dona Ana	34.9%	36.0%
NMSU - Grants	37.8%	40.0%
Northern NMCC	67.0%	68.0%
San Juan College	47.5%	51.0%
Santa Fe CC	40.7%	42.0%
UNM - Gallup	42.5%	43.5%
UNM - Los Alamos	55.0%	57.5%
UNM - Taos	57.5%	58.5%
UNM - Valencia	47.0%	48.0%

#2 Economic Impact

Institution	% Graduates Located Placed In Jobs (2-Year Average)	FY03 Target
ATVI	96.0%	96.0%
Clovis CC	90.3%	90.5%
ENMU - Roswell	83.0%	90.0%
ENMU - Ruidoso	91.7%	93.0%
Luna CC	96.0%	98.0%
Mesalands CC	97.8%	97.8%
NM Junior College	98.0%	97.0%
NMSU - Alamogordo	91.7%	93.0%
NMSU - Carlsbad	87.8%	90.0%
NMSU - Dona Ana	93.0%	94.0%
NMSU - Grants	100.0%	100.0%
Northern NMCC	89.0%	90.0%
San Juan College	94.1%	95.0%
Santa Fe CC	91.0%	92.0%
UNM - Gallup	83.0%	84.0%
UNM - Los Alamos	100.0%	100.0%
UNM - Taos	100.0%	100.0%
UNM - Valencia	89.0%	90.0%

Note: *Will switch to UI wage data tracking system next year, which may impact baselines and targets.*

#3 Accessible and Affordable Education

Institution	Enrollment Measure (Based on Fall 2000)	FY03 Target	Graduation Measure (Based on 1999/2000)	FY03 Target
ATVI	39.1% Hispanic	39.5%	35.6% Hispanic	38.0%
Clovis CC	25.5% Hispanic	26.0%	16.2% Hispanic	18.0%
ENMU - Roswell	40.0% Male	42.0%	17.0% Male	19.0%
ENMU - Ruidoso	17.7% Hispanic	20.0%	21.2% Hispanic	28.8%
Luna CC	1.0% Native American	3.0%	7.0% Native American	8.0%
Mesalands CC	37.5% Hispanic	38.0%	20.3% Female	22.0%
NM Junior College	29.3% Hispanic	31.0%	32.4% Hispanic	34.0%
NMSU - Alamogordo	21.1% Hispanic	22.0%	1% Native American	2.5%
NMSU - Carlsbad	35.0% Hispanic	36.0%	25.0% Hispanic	27.0%
NMSU - Dona Ana	57.8% Hispanic	59.0%	47.6% Hispanic	49%
NMSU - Grants	35.5% Native American	37.0%	30.6% Native American	33.0%
Northern NMCC	8.1% Native American	9.1%	3.5% Native American	4.5%
San Juan College	26.4% Native American	28.0%	24.7% Native American	26.0%
Santa Fe CC	36.0% Hispanic	38.0%	26.7% Hispanic	28.0%
UNM - Gallup	9.2% Hispanic	9.4%	8.6% Hispanic	8.8%
UNM - Los Alamos	53.0% Anglo	57.0%	0% Asian	1.0%
UNM - Taos	49.3% Hispanic	50.3%	3.1% Native American	4.1%
UNM - Valencia	4.3% Native American	4.3%	3.9% Native American	4.0%

#4 Service to New Mexicans

Institution	Program # 1 Enrollment (3-Year Average)		FY 03 Target	Program #2 Enrollment (3-Year Average)		FY 03 Target
ATVI	DE	1335	+18.0%	CE	70	+15.7%
Clovis CC	DE	360	+1.9%	CE	368	+1.9%
ENMU - Roswell	CE	464	+1.9%	CT	144	+2.1%
ENMU - Ruidoso	ABE	200	+10.0%	CT	101	+19.8%
Luna CC	AHEC	2868	+9.0%	SBDC	236	+50.0%
Mesalands CC	ABE	362	+1.9%	SBDC	83	+2.4%
NM Junior College	AVS	142	+3.5%	ABE	1376	+1.0%
NMSU - Alamogordo	ABE	1260	+1.0%	SBDC	940	+3.0%
NMSU - Carlsbad	CT	104	+9.6%	AVS	85	+4.7%
NMSU - Dona Ana	CT	738	+5.0%			+
NMSU - Grants	ABE	374	+5.1%	CS	115	+1.7%
Northern NMCC	ABE	358	+0.0%	CE	296	+0.0%
San Juan College	CS	4095	+1.0%	SL	229	+10.0%
Santa Fe CC	ABE	2061	+1.0%	CT	1267	+1.0%
UNM - Gallup	ABE	698	+1.0%	AVS	473	+1.1%
UNM - Los Alamos	ABE	314	+5.1%	SBDC	278	+5.0%
UNM - Taos	ABE	58	+20.7%			+
UNM - Valencia	ABE	1059	+1.0%	CS	1214	+1.0%

Codes:

ABE	Adult Basic Education	AHEC	Health Education Center
AVS	Area Vocational School	CE	Concurrent Enrollment
CS	Community Services	CT	Contract Training
DE	Distance Education	SBDC	Small Business Development Center
SL	Service Learning		

#5 Efficient and Effective Use of Resources

Institution	% Programs With Increasing or Level FTE	FY03 Target
ATVI	62.0%	62.5%
Clovis CC	68.3%	69.0%
ENMU - Roswell	62.5%	70.0%
ENMU - Ruidoso	100.0%	100.0%
Luna CC	65.1%	67.0%
Mesalands CC	70.0%	
NM Junior College	86.8%	87.0%
NMSU - Alamogordo	72.7%	74.7%
NMSU - Carlsbad	50.0%	55.0%
NMSU - Dona Ana	64.3%	
NMSU - Grants	62.5%	68.7%
Northern NMCC	44.6%	46.6%
San Juan College	79.7%	80.0%
Santa Fe CC	58.2%	60.0%
UNM - Gallup	48.3%	55.0%
UNM - Los Alamos	63.6%	73.0%
UNM - Taos	52.5%	53.5%
UNM - Valencia	65.0%	70%

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